

## Hunter Street Elementary

1100 Hunter Street  
York, South Carolina 29745

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	826 Students	
<b>Principal</b>	Kevin A. Hood	803-684-1926
<b>Superintendent</b>	Dr Russell Booker	803-684-9916
<b>Board Chair</b>	Nancy Latham	803-927-7245

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	31	55	2	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Average	Below Average	No
<b>2006</b>	Average	Unsatisfactory	Yes

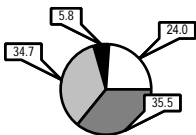
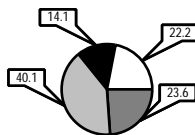
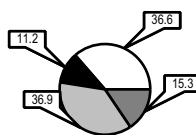
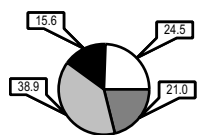
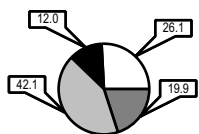
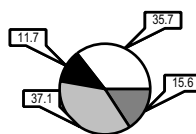
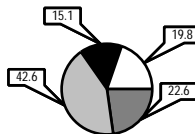
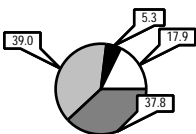
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	377	99.7	23.6	34.1	34.9	7.4	53.7	Yes	Yes
<b>Gender</b>									
Male	190	99.5	34.9	31.4	28.6	5.1	41.7	N/A	N/A
Female	187	100.0	12.4	36.7	41.2	9.6	65.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	258	99.6	17.9	32.1	40.8	9.2	62.5	Yes	Yes
African American	84	100.0	37.8	36.6	22.0	3.7	35.4	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	33.3	44.4	22.2	0.0	33.3	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	301	99.7	12.6	39.9	41.0	6.5	61.5	N/A	N/A
Disabled	76	100.0	64.9	12.2	12.2	10.8	24.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.7	23.6	34.1	34.9	7.4	53.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	46.2	46.2	0.0	7.7	15.4	I/S	I/S
Non-Limited English Proficient	361	99.7	22.7	33.6	36.3	7.4	55.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	222	99.5	29.7	38.1	26.7	5.4	43.6	Yes	Yes
Full-pay meals	155	100.0	15.3	28.7	46.0	10.0	67.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	377	99.7	21.6	39.5	23.6	15.3	50.3	Yes	Yes
<b>Gender</b>									
Male	190	99.5	26.9	38.9	20.0	14.3	46.3	N/A	N/A
Female	187	100.0	16.4	40.1	27.1	16.4	54.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	258	99.6	15.4	36.3	27.9	20.4	58.8	Yes	Yes
African American	84	100.0	35.4	53.7	7.3	3.7	28.0	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	22.2	27.8	38.9	11.1	50.0	I/S	I/S
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	301	99.7	14.4	42.4	27.3	15.8	56.1	N/A	N/A
Disabled	76	100.0	48.6	28.4	9.5	13.5	28.4	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.7	21.6	39.5	23.6	15.3	50.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	16	100.0	38.5	46.2	7.7	7.7	23.1	I/S	I/S
Non-Limited English Proficient	361	99.7	20.9	39.2	24.2	15.6	51.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	222	99.5	27.7	43.1	19.3	9.9	39.6	Yes	Yes
Full-pay meals	155	100.0	13.3	34.7	29.3	22.7	64.7	N/A	N/A

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	377	99.7	35.8	36.6	15.1	12.5	27.6
<b>Gender</b>							
Male	190	99.5	40.6	31.4	15.4	12.6	28.0
Female	187	100.0	31.1	41.8	14.7	12.4	27.1
<b>Racial/Ethnic Group</b>							
White	258	99.6	25.4	40.0	18.3	16.3	34.6
African American	84	100.0	61.0	26.8	7.3	4.9	12.2
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	44.4	38.9	16.7	0.0	16.7
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	301	99.7	29.5	41.7	17.3	11.5	28.8
Disabled	76	100.0	59.5	17.6	6.8	16.2	23.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.7	35.8	36.6	15.1	12.5	27.6
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	69.2	15.4	7.7	7.7	15.4
Non-Limited English Proficient	361	99.7	34.5	37.5	15.3	12.7	28.0
<b>Socio-Economic Status</b>							
Subsidized meals	222	99.5	46.0	34.7	12.9	6.4	19.3
Full-pay meals	155	100.0	22.0	39.3	18.0	20.7	38.7

<b>Social Studies</b>							
All Students	377	99.7	23.9	38.4	20.7	17.0	37.8
<b>Gender</b>							
Male	190	99.5	29.7	36.0	20.0	14.3	34.3
Female	187	100.0	18.1	40.7	21.5	19.8	41.2
<b>Racial/Ethnic Group</b>							
White	258	99.6	20.8	35.0	22.9	21.3	44.2
African American	84	100.0	35.4	43.9	12.2	8.5	20.7
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	11.1	55.6	27.8	5.6	33.3
American Indian/Alaskan	5	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	301	99.7	16.5	42.4	23.7	17.3	41.0
Disabled	76	100.0	51.4	23.0	9.5	16.2	25.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	377	99.7	23.9	38.4	20.7	17.0	37.8
<b>English Proficiency</b>							
Limited English Proficient	16	100.0	23.1	53.8	15.4	7.7	23.1
Non-Limited English Proficient	361	99.7	23.9	37.8	20.9	17.4	38.3
<b>Socio-Economic Status</b>							
Subsidized meals	222	99.5	29.7	41.6	16.8	11.9	28.7
Full-pay meals	155	100.0	16.0	34.0	26.0	24.0	50.0

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	105	99.1	14.7	25.3	52.6	7.4	60.0
	4	116	100.0	23.4	50.5	25.2	0.9	26.2
	5	119	99.2	31.4	50.5	18.1	0.0	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	100.0	21.6	29.1	41.0	8.2	49.3
	4	112	100.0	15.2	34.3	41.0	9.5	50.5
	5	124	99.2	33.6	39.8	22.1	4.4	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	105	100.0	12.6	44.2	26.3	16.8	43.2
	4	116	100.0	26.2	32.7	32.7	8.4	41.1
	5	119	99.2	28.6	42.9	17.1	11.4	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	100.0	23.9	44.0	20.1	11.9	32.1
	4	112	100.0	18.1	29.5	26.7	25.7	52.4
	5	124	99.2	22.1	43.4	24.8	9.7	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	105	100.0	22.1	40.0	25.3	12.6	37.9
	4	116	100.0	40.2	32.7	19.6	7.5	27.1
	5	119	99.2	41.9	33.3	13.3	11.4	24.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	100.0	37.3	42.5	14.9	5.2	20.1
	4	112	100.0	30.5	27.6	18.1	23.8	41.9
	5	124	99.2	38.9	38.1	12.4	10.6	23.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	105	100.0	10.5	36.8	32.6	20.0	52.6
	4	116	100.0	21.5	45.8	19.6	13.1	32.7
	5	119	99.2	35.2	37.1	16.2	11.4	27.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	141	100.0	18.7	38.8	27.6	14.9	42.5
	4	112	100.0	19.0	36.2	20.0	24.8	44.8
	5	124	99.2	34.5	39.8	13.3	12.4	25.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 826)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.0%	Down from 4.2%	2.7%	2.8%
Attendance rate	96.1%	Up from 95.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 7.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.5%	0.0%	0.0%
Eligible for gifted and talented	10.9%	Down from 13.3%	12.0%	10.4%
On academic plans	22.6%	N/AV	33.6%	33.6%
On academic probation	15.6%	N/AV	1.0%	1.0%
With disabilities other than speech	9.2%	Down from 9.4%	8.3%	7.5%
Older than usual for grade	1.2%	Down from 1.3%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 53)</b>				
Teachers with advanced degrees	45.3%	Down from 46.2%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	84.0%	Down from 84.1%	88.3%	87.3%
Teacher attendance rate	94.8%	Up from 88.4%	94.8%	94.9%
Average teacher salary	\$40,529	Up 2.1%	\$43,011	\$42,485
Prof. development days/teacher	29.7 days	Up from 7.7 days	13.5 days	13.3 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 19.9 to 1	18.8 to 1	18.6 to 1
Prime instructional time	89.1%	Up from 80.8%	89.7%	89.7%
Dollars spent per pupil*	\$5,627	Up 3.2%	\$6,420	\$6,557
Percent of expenditures for teacher salaries*	68.1%	Up from 66.7%	64.0%	64.0%
Percent of expenditures for instruction*	71.0%		69.0%	69.1%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	84.2%	Up from 78.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hunter Street Elementary School's administrative staff and faculty continue to strive to make Hunter Street a great place to learn and grow. Working with a dedicated, competent and caring faculty along with support from involved parents, the PTO and SIC, we will push forward in continuing our efforts of Soaring to Success.

Our instructional program focuses on the SC Curriculum standards through standards-based instruction. Students are actively engaged in the learning process that extends beyond the basics and the staff works diligently to provide students with experiences that will enable each child to reach his or her fullest potential.

Hunter Street, a Title One school, continues to provide a standards-based academic program coupled with learning opportunities in music, art, physical education, technology and guidance. A variety of extracurricular opportunities are available to strengthen our students' development. These opportunities include Performing Arts Club, Spanish Club, Writing Club, Student Council and Recycling Club.

Students and their families are encouraged to participate in school-wide projects and events such as Jump Rope for Heart, Math and Science Night, Reading Night, Donuts for Dads and Muffins for Moms. Students have received school recognition through Character Student of the Month, Bus Safety Superstars, Hood's Heroes, and Lt. Governor's Writing Contest.

Education is a team effort and we welcome the participation from parents, staff, students and members of the community. We want the best for our Hunter Street students so that they will become lifelong learners.

Kevin Hood, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	50	97	49
Percent satisfied with learning environment	91.8%	93.8%	78.7%
Percent satisfied with social and physical environment	94.0%	94.8%	75.0%
Percent satisfied with school-home relations	77.6%	94.8%	85.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.